

Communication

We aim to create communication friendly classrooms by:

- Using simple, literal language (avoiding double-meanings)
- Providing step by step instructions (oral and/or written) with visual support, as necessary, e.g. dual coding, actions, visuals, CEEAAC lesson structure
- Use of talk partners
- Allowing extra time for processing e.g. ask question and then come back/give reflection time
- Supporting pupil expression using sentence starters/language stems and other visual scaffolding e.g. dictated sentences
- Clarifying, explaining and checking understanding of vocabulary as we teach
- Offering choices
- Repeating instructions and checking for understanding, as required
- Pre-teaching new and important concepts including relevant vocabulary e.g. Pre-Reading

Additional support from others

- Differentiated targets and use of key resources or strategies
- UKS2 Reading buddies supporting LKS2
- Y6 support play in Infant School
- Seating arrangements – including proximity to teachers/a buddy/ avoidance of distractions or sensory overload
- Catch up groups/boosters for maths and reading
- Fine motor support (Infants)
- ‘Munch lunch’ , ‘Nurture Group’ (HIS) and ‘calm club’, ‘Jigsaw Games’ (HJS) – structured activities – adult led
- Tas and LSAs provide lunchtime support in agreed zones supporting social skills

Teaching and learning strategies – CEEAAC – Connect Explain Example Attempt Apply Challenge

- Use of formative and summative assessment to inform planning for class and individual differentiation/adaptions
- Learning which is cumulative, chunked and multi-sensory with opportunities for repetition and over-learning (CUSP)
- Feedback and marking in the moment are the preferred assessment tools. Use of targets in core subjects.
- Feedback which encourages a growth mindset with praise for mindset, effort and accuracy/outcomes. Child specific praise plus class and group. Developing children’s ownership in their learning.
- Use of targeted and differentiated questioning that provides challenge and encourages metacognition
- Allowing understanding to be demonstrated in different ways (oral reports, video presentations, posters etc.)
- Opportunities for whole class learning breaks / movement breaks / sensory breaks within each learning session

Henleaze Infant and Junior Schools High Quality Teaching (Core offer)

The class community

- Classroom charter created and agreed by pupils using Rights Respecting approach
- Clearly displayed classroom rules and consistent use of rewards and consequences – restorative approach, clear flow chart
- Whole class Zones of Regulation used to develop an understanding of our emotions and our states of alertness, and how to manage them. Calm spaces in every classroom
- Opportunities for pupils to have individual roles and responsibilities within the class
- Topics which engage and reflect the lives, cultures and experiences of all our learners
- Behaviour curriculum threads through all learning

Environment and resources

Use of visuals

- Large visual timetable at front of class
- Visual prompts for rules and behaviour e.g. Five Star Lining Up, STAR
- Labelling of resources
- Opportunities for visuals for communication when needed
- Worry boxes
- Visual task break downs e.g. knowledge notes
- What a good one looks like including use of visualisers and modelling
- Zones of regulation displays.
- IWB formatting to support visual stress

Resources to support subject based learning

- Reading rulers/bookmarks
- Pencil grips, variety of pens/pencils to try Word mats /lists/ vocabulary cards
- Letter and number strips for students to look at to see how to write them
- Working walls - scaffold
- Writing frames, Sentence starters, Individual whiteboards for drafting, Number lines/Numicon/counters/cubes etc
- Handouts
- Concrete resources/props/stimuli

Other

- General social stories for whole class use
- Calm box with sensory toys and resources to access as needed

Henleaze Infant and Junior Schools

Provision that is “different from” or “additional to” the core offer (**SEND support**)

Cognition and Learning needs

Additional resources

- Coloured overlays
- Buff writing paper
- Darker lines to support visuals
- Individual, visual task break downs or schedules
- Laptops - Clicker, Nessy and as a writing tool
- Wearing lanyards with key visual prompts to support communication needs of the class e.g. emotions cards or prompts for expected behaviours

Interventions

- Precision Teaching (core skills)
- Phonics 2-minute interventions
- Re-teach phonics
- Pre-reading (more bespoke than core)
- Maths – FunKey Maths (Infants) and White Rose/Rapid Maths (Juniors)
- TEACCH – multi-sensory, structured approach to learning
- Nessy Reading/Spelling, including Writing Beach
- Referral to an Educational Psychologist or Specialist Teacher
- Facilitate private dyslexia support (paid by parents)

Communication and Interaction needs

Additional resources

- Key individualised visuals to support communication e.g. now and next, ask movement break
- Talking tin available
- Specialist assistive technology e.g. reading pens

Interventions

- Attention Autism/Bucket time (Infants)
- Colourful Semantics
- Lego Therapy (Infants)
- TA trained in SALT (Infants)
- Speech and Language Therapy (SaLT) referral and programme of support including specialist areas e.g. speech, voice, support for selective mutism
- Preparing for adulthood and next key stage e.g. organisational skills
- Facilitate private SaLT (paid by parents)
- NELI (EYFS)

Social, Emotional and Mental Health needs

Additional resources

- Now/next board
- Individual visual timetables
- Visual schedules for key routines
- Teach Teach including crisis plans
- Reward chart
- Calm box - individual
- Choosing board
- Individual behaviour plan
- Personalised social stories

Interventions

- Zones of regulation sessions
- ELSA (HIS)
- Hamish and Milo
- Play skills/social skills
- Social Detectives (Juniors)
- Referral to SaLT, EP, Included, EIT, Northstar, Art therapist, ALP and programme of support

Physical and Sensory needs

Additional resources

- Desk slope/pencil grips
- Sensory toys, manipulatives, resources
- Ear defenders, weighted blankets for individuals
- Snug calm space (Juniors)
- Individual safe space as identified by SEND team
- Sensory room (Infants)
- Handouts with extra-large print
- Specialist sensory equipment e.g. acoustic boards
- Specialist mobility equipment
- Bands for chair legs
- Wobble cushions

Interventions

- Sensory regulation exercises
- Use of sensory circuits
- Fine motor skills
- Handwriting PT and OT referrals
- Physiotherapist or OT referral and programme of support

Education and Health Care plans (EHCPs): We use our Element 2 budget to provide additional support described above. If a pupil requires highly specialised support that goes beyond the school’s resources, the school may request an assessment for an **EHCP** and additional funding to ensure the right level of support.